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|--------------------------|------------|
| <b>Inspection date</b>   | 28/02/2013 |
| Previous inspection date | 15/09/2011 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|                                                                                        | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

### **The quality and standards of the early years provision**

#### **This provision is good**

- Children are happy and feel secure because the childminder is caring and attentive to their needs.
- Children are making generally good progress in their learning because of the skilled support of the childminder.
- The childminder helps children learn about keeping themselves safe and healthy through everyday routines and activities.
- The childminder works closely with parents to ensure children's needs are met and she involves them in their children's learning so they generally progress as well as they can.

#### **It is not yet outstanding because**

- Children are not helped in the most effective way to develop their early pre-reading skills.
- Children do not have enough time each day to enjoy energetic play.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the childminder and her co-worker with minded children in the childminder's home for half a day.
- The inspector spoke with the childminder and children at appropriate times during the inspection
- The inspector looked at children's progress records and planning documents.
- The inspector sampled written policies, procedures and risk assessments.
- The inspector looked at the childminder's self evaluation and improvement plan and took into account the comments made by parents.

## Inspector

Rachel Edwards

## Full Report

### Information about the setting

The childminder registered in 1995. She lives with her husband and adult son in central Swindon, Wiltshire. Shops, a park, library and other local amenities are within walking distance. Minded children use the ground floor of the house and the fully enclosed back garden is available for outside play. The family keep fish and have a pet cat. The

childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works with her husband, who is also a registered childminder. There are currently eight children on roll who attend on a part-time basis; five are in the early years age group.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- Give children more time and space to enjoy energetic play, for example, by visiting the park more frequently
- Develop a deeper understanding of how best to support children's early literacy skills, for example, by using a nationally recognised guide, such as Letters and Sounds.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress in relation to their starting points and their development is comfortably within or beyond the expected range for their age. The childminder provides a broad range of stimulating and suitably challenging experiences. She plans these around children's interests and abilities with input from her co-worker. She has an extensive range of resources and uses these to ensure all areas of children's development are included. The childminder discusses children's achievements with her co-worker and parents, and monitors their progress closely. Parents are encouraged to be involved in their children's learning. The childminder informs them of planned activities for the coming week and invites their suggestions so that activities closely match children's current interests. This ensures they want to join in and are active learners. The childminder keeps parents fully informed of their child's progress through daily discussions, a daily diary and quarterly updates.

Children are encouraged to make decisions about what to play with and how to organise their space. They decide they want to play with dough and the childminder introduces positional language as they decide whether to have the table in the 'middle' or at the 'side' of the room. The childminder makes good use of the limited space. For example, she folds the table legs away, so that children can comfortably sit on the floor to play with the dough. She covers the floor with a large plastic sheet so that sand trays can be brought indoors. However, outdoor space is limited and although the childminder takes children to

the park on most days, some children become restless during the day before they go out, which affects their ability to learn.

The childminder is skilled at supporting children's learning as they play. She plays alongside them and commentates on what they are doing, 'you've given her a lot and kept a little for yourself'. She asks few questions and those that she does encourage children to think more deeply. This approach encourages children to become more involved in their activities, to explore and test out their ideas. Children have time to pour and rake dry sand before experimenting by adding water and finding they can now build a sand castle. They use cars to make tracks and patterns, which helps develop pre-writing skills. Children enjoy stories and regularly visit the library to borrow books. The childminder has made many written signs so that children see print all around them and begin to recognise that these have meaning. The childminder gradually introduces them to letters from an early age, by teaching them a number of letters from the alphabet each week. This can be confusing for children if they cannot yet hear the sounds in words and if letters that look similar are introduced together.

Children practise counting, sorting and simple addition through every day activities, such as playing with dough or cooking. They learn comparative language as they decide whether they want a big or small balloon, then develop coordination as they bat them round the room.

### **The contribution of the early years provision to the well-being of children**

Children are happy and very settled in the homely environment created by the childminder and her co-worker. The childminder is warm and affectionate with the children so they feel confident and secure. Children become very independent as the childminder encourages them to make choices throughout the day. They choose what to play with and talk about activities they would like in the future. They learn to play cooperatively and behave very well. Children learn to behave in safe ways, such as when crossing the road or climbing on large equipment.

Children are fully involved in the setting, for example choosing a new fruit stand on a shopping trip. The childminder and her co-worker are involved in many community activities and the children benefit from the contact this gives them with local people. They took part in a street athletics event and helped prepare visitor activities. The children decided themselves to make cakes for others to decorate with funny faces. They are developing excellent social skills that will help them cope with new situations and make friends as they move on to other settings such as school. The childminder has plans to integrate children further into the community, for example, by visiting the local mosque with children and their parents.

The childminder helps children understand the importance of eating a healthy diet. They enjoy the challenge of peeling and preparing their own fruit and the childminder warmly praises their efforts. This builds their self-esteem and boosts their confidence, 'I'm going to tell Mummy I did that all by myself', a child proudly announces. They learn the benefits

of being physically active and the childminder plans enjoyable activities so they want to take part. She has made each child a small bag full of outdoor toys to take to the park. She understands that children often learn better outside and has bought small worktops to use with play dough in the park, so they can sometimes play quietly in the fresh air.

### **The effectiveness of the leadership and management of the early years provision**

Children are kept safe because of the clear policies and procedures, and vigilance of the childminder and her co-worker. She understands fully her responsibilities in safeguarding children. She has undertaken child protection training so she knows what to do if has concerns for a child's welfare. All adults living in the house have been appropriately vetted and deemed suitable to be around children. The childminder's co-worker takes the lead in assessing risks to which children may be exposed. The childminder is fully involved in taking any action necessary to minimise these and in helping children learn how to keep themselves safe.

The childminder has a secure knowledge of the learning and development requirements. In discussion with her co-worker, she plans flexibly and effectively, providing all children with a broad range of interesting experiences. Her good monitoring of the educational programmes and her skilled interactions with children clearly contribute to how well they progress. Parents are kept exceptionally well informed and they receive updated copies of all policies and procedures either electronically or in hard copy. They use a daily contact book and frequent discussions to ensure the childminder meets their children's needs.

The childminder is generally aware of her setting's strengths and weaknesses and with her co-worker continually looks at ways of improving their provision. She has excellent communication with parents and talks to them every day as well as using questionnaires every six months. They express high levels of satisfaction with the care their children receive with comments such as 'it's not just a job; they really love having the children'. They especially comment on the good progress their children make. The childminder, her co-worker, parents and children all contribute to her self-evaluation and the action plans she has in place to help improve her service. For example, she has bought several tabletop cookers following the children's request for more cooking activities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

| Grade | Judgement | Description |
|-------|-----------|-------------|
|-------|-----------|-------------|

|         |              |                                                                                                                                                                                                                                                                                                                                                              |
|---------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.                                                                                                                                                                   |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.                                                                                                                                                                                         |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.                                                                                                                                                                                                               |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.                                                                                                                                                                                                                    |
| Not Met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.                                                                                                                                                                                                                        |

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                         |         |
|-------------------------|---------|
| Unique reference number | 505977  |
| Local authority         | Swindon |
| Inspection number       | 814301  |

|                                    |             |
|------------------------------------|-------------|
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 8       |
| <b>Total number of places</b>      | 5           |
| <b>Number of children on roll</b>  | 8           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 15/09/2011  |
| <b>Telephone number</b>            |             |

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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